

New York State Migrant Education

Part Two: Strategic Tutoring Training for Coaches

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Goals

1. Increase knowledge of and comfort with using Strategic Tutoring.
2. Increase knowledge and application of adult learning principles.
3. Further develop coaching skills.
4. Increase knowledge of strategies and skills for working with students.
5. Develop assessment tools for students and tutors.
6. Develop an action plan for Strategic Tutoring implementation and/or integration.

Agenda

Day 1:

- Part 1: Introductions, expectations, and resiliency
- Part 2: Strategic Tutoring history and review
- Part 3: Skills and strategies for using Strategic Tutoring with students

Day 2:

- Review of Day 1
- Part 4: Adult learning principles and coaching strategies
- Part 5: Planning – action planning, meetings, forms, assessments

SMART Norms

Set aside preconceived notions

Make applications to your own work

Ask questions

Respect others' viewpoints and expertise

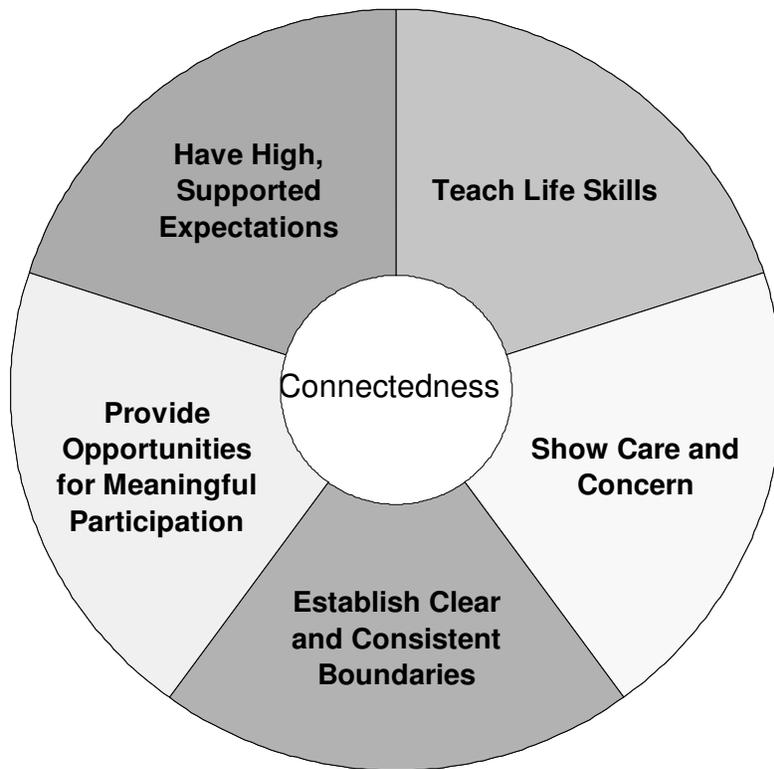
Take time to share

PART 1: Introduction

Personal expectations:

MEOP Vision

Resiliency



Adapted from Henderson, N. & Milstein, M. M. (1996). *Resiliency in Schools*. Thousand Oaks, CA: Corwin Press, Inc.

PART 2: Strategic Tutoring History and Review

Strategic Tutoring – The Beginning

University of Kansas
Center for Research on Learning

- ❑ 1976 – Institute for Research in Learning Disabilities established
- ❑ 1986 – Began holding conferences and offering workshops for SIM
- ❑ 1988 – Began using SIM strategies to help student athletes

 Material developed as part of the Safe Schools/Healthy Students Initiative funded by the Departments of Health and Human Services, Education, and Justice.

Strategic Tutoring – The Beginning

University of Kansas
Center for Research on Learning

- ❑ 1993 – SIM validated in juvenile offenders at correctional facilities
- ❑ 1999 – CRL receives funding to study high school students
- ❑ 2004 – Don Deshler met with President Bush

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Strategic Tutoring

- ❑ Short-term support provided
- ❑ Development of long-term skills
- ❑ Ultimate Goal: Develop proficient and independent learners

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Types of Tutoring

- ❑ Assignment Assistance Tutoring
- ❑ Instructional Tutoring
- ❑ Strategic Tutoring

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The Research

Study 1

- ❑ After-school tutoring program for jr. high students (transition math, Algebra I, biology)
- ❑ Improved quiz and test performance
- ❑ Improved semester grades
- ❑ Student knowledge of strategies increased

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The Research

Study 2

- ❑ At-risk youth in foster care
- ❑ Improved achievement scores in reading comprehension, written expression, basic math skills
- ❑ Increased grade-level scores by 10 months in a 4-month period v. 3.5 months by comparison group
- ❑ Mean GPA increased v. decreased for comparison group

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The Research

Study 3

- Academically under-prepared college students
- Earned grades equal to academically prepared students
- Demonstrated more knowledge about writing themes



What Else the Research Says

- Tutoring program must have a clearly defined purpose
- Tutors need professional development
- Strategic Tutoring is only effective when students attend classes and tutoring sessions regularly



Strategic Tutoring Review

- Strategic Tutoring Model Overview
- Review phases: Assessing, Constructing, Teaching, Transferring
- Limitations

Role Play

Directions: With a partner:

1. Identify the Tutor and Tutee.
2. Select a scenario (topic, situation, etc.).

Notes:

PART 3: Skills and strategies for using Strategic Tutoring with students

Learning Style Inventory

- *Example:* Teacher-Friendly Learning Style Instrument: Learning-Styles Preference Indicator. [Pitts, J. (2009). Identifying and using a teacher-friendly learning-styles instrument. *The Clearing House*. 82(5), 225-231.]

Understanding and Meeting the Needs of Migrant English Language Learners: A Resource Guide

Activity 1: Read Section 1 and Section 2 (pp. 1-4).

Activity 2: Section 3

1. In your group, read the section that you have been assigned.
2. Discuss the key components from your section.
3. Identify the components most important for your tutors to know.
4. Write those components on the flip chart paper.

Activity 3: Sections 4-6

1. In your group, read the section you have been assigned.
2. As a group, plan a lesson to teach the other groups about your section.

Notes:

Six Key STRATEGIES for Teachers of English Learners

<p style="text-align: center;">Strategy #1 <u>Vocabulary & Language Development</u></p> <p>Content knowledge:</p> <ul style="list-style-type: none"> • Introduce new concepts via essential academic vocabulary. • Connect student-accessible synonyms or concepts to these essential vocabulary. • Support students to distinguish word meanings, & their uses for subject-specific tasks & prerequisite language skills. <p>Academic language:</p> <ul style="list-style-type: none"> • Engage beginning-level students in using basic social & school vocabulary, phrases, & sentence structures. • As students progress, continue to contextualize instruction of more complex language forms & uses: subject-specific academic vocabulary, grammatical forms, & sentence structures used in listening, speaking, reading & writing. • Respectfully distinguish differences between primary language use & standard academic English. <p>Sample activities/assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Word analysis: e.g., dissecting words into their parts (prefix, root, suffix). <input type="checkbox"/> Vocabulary journals, A-B-C books, word webs, word walls. <input type="checkbox"/> Interactive editing, Cloze paragraphs, dictations, subject-specific journals. 	<p style="text-align: center;">Strategy #2 <u>Guided Interaction</u></p> <p>Content knowledge:</p> <ul style="list-style-type: none"> • Structure multiple opportunities for peer-to-peer interactions as they learn content & develop their use of academic language in speaking/listening, reading & writing. • Clarify expectations, outcomes, & procedures related to tasks for flexible group activities. • Allow for primary language interactions to clarify concepts. <p>Academic language:</p> <ul style="list-style-type: none"> • Structure multiple opportunities for peer-to-peer interactions to increase speaking, listening, reading comprehension & writing skills. • Support language interactions with review/preview of language forms, use of graphic organizers or other types of modeling. <p>Sample activities/assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partner interviews, Class surveys, Tea Party, Think-Pair-Share, Numbered Heads Together, Four Corners. <input type="checkbox"/> Poster projects, group presentations. <input type="checkbox"/> Perspective line-ups. <input type="checkbox"/> Readers' Theatre. 	<p style="text-align: center;">Strategy #3 <u>Metacognition & Authentic Assessment</u></p> <p>Content knowledge:</p> <ul style="list-style-type: none"> • Teach students processes for metacognition: i.e., pre-reading & pre-writing skills, word analysis, & methods to monitor their reading comprehension. • Teach & model ways for students to describe their thinking processes verbally & in writing. • Use a variety of activities & tasks to check for understanding. <p>Academic language:</p> <ul style="list-style-type: none"> • In addition to components listed above, ensure that assessment tasks are appropriate to students' assessed language development level. • Provide enough time to complete tasks, appropriate feedback, rubrics, & models to guide students' self-assessment. <p>Sample activities/assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Guided reading, completing chapter pre-reading guides, reciprocal teaching, Directed Reading Thinking Activity (DRTA), Anticipation Guides, double-entry journals. <input type="checkbox"/> Think-alouds, K-W-L. <input type="checkbox"/> Learning logs/journals, quick-writes.
<p>Activities I use for this strategy:</p>	<p>Activities I use for this strategy:</p>	<p>Activities I use for this strategy:</p>

<p style="text-align: center;">Strategy #4 Explicit Instruction</p> <p>Content knowledge:</p> <ul style="list-style-type: none"> • Teach essential grade-level concepts & build students' background knowledge as needed. • Connect overarching ideas (whole), then examine components or processes (part), culminating with students' own applications or synthesis of ideas (new whole). • Explicitly teach academic language & cognitive reading skills needed to complete subject-specific tasks, e.g., analyze, interpret, classify, compare, synthesize, persuade, solve. <p>Academic language:</p> <ul style="list-style-type: none"> • Teach essential language forms & uses per students' assessed language development level: listening/speaking, reading & writing. • Follow contextualized introduction & explicit modeling of language use with repeated practice. <p>Sample activities/assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach/explain prerequisite language applications: reading directions, idioms, sentence starters, essay formats, pattern drills, or completing a story map; check for understanding. <input type="checkbox"/> Teach specific reading comprehension skills for completing: task procedures, answering questions, word problems, understanding text & graphics. 	<p style="text-align: center;">Strategy #5 Meaning-Based Context & Universal Themes</p> <p>Content knowledge:</p> <ul style="list-style-type: none"> • Introduce new concepts through familiar resources, prompts, visuals, or themes. • Use associated types of "realia" meaningful or familiar to students to affirm the appropriate context for using new language. • Sustain motivation to learn challenging concepts by linking ideas to resources or contexts that reflect student interests & sociocultural or linguistic backgrounds. <p>Academic language:</p> <ul style="list-style-type: none"> • Use methods listed above for introducing academic vocabulary, sentence structures, & language uses. • Link ongoing language practice or tasks to both school-based & community-based uses. • Respectfully compare & analyze language use, & meanings to other cultures or context, to promote metacognition. <p>Sample activities/assessments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quick-write responses or recording student responses to visuals, current event stories, real-life models, video clips, teacher read-alouds, thematic prompts, role-play, comparing language uses for similar contexts. <input type="checkbox"/> Identifying & analyzing different perspectives & language references re: essential concepts. 	<p style="text-align: center;">Strategy #6 Modeling, Graphic Organizers, & Visuals</p> <p>Content knowledge:</p> <ul style="list-style-type: none"> • Model how to complete tasks. • Provide graphic organizers & meaningful visuals to support students' recognition of essential information. • Use graphic organizers to support understanding of specific tasks, & specific uses of academic language. • Use advanced organizers to support metacognition, & overall comprehension. <p>Academic language:</p> <ul style="list-style-type: none"> • Use methods listed above with the addition of word banks, word walls, & modeling the use of graphic organizers appropriate to ELD level. • Appropriately modulate language delivery, i.e., speed & enunciation, when modeling language forms or presenting content; repetition helps. <p>Sample activities/resources:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Venn diagrams, story maps, main idea + supporting detail schematics, double-entry journals, semantic attribute matrices. <input type="checkbox"/> Jazz chants, read-alouds.
<p>Activities I use for this strategy:</p>	<p>Activities I use for this strategy:</p>	<p>Activities I use for this strategy:</p>

(Adapted from University of California, Santa Cruz. (2005). *Six Key Strategies for Teachers of English Language Learners*. Retrieved on February 17, 2010 from <http://www.all4ed.org/files/archive/publications/SixKeyStrategies.pdf>)

Goal Setting to Motivate Students

- “Motivation is generally described as the desire to achieve a goal that has value for the individual.” [Linskie, R. (1977). *The learning process: Theory and practice*. New York: D. Van Norstrand Company]
- Motivation is a process that leads students into experiences:
 - in which they can learn
 - which energizes and activates them
 - that keeps them focused on a specific task
 - which helps fulfill their needs for immediate achievement and a sense of moving toward larger goals
- SMART goals
 - **S**pecific
 - **M**easurable
 - **A**ttainable
 - **R**ealistic
 - **T**imely

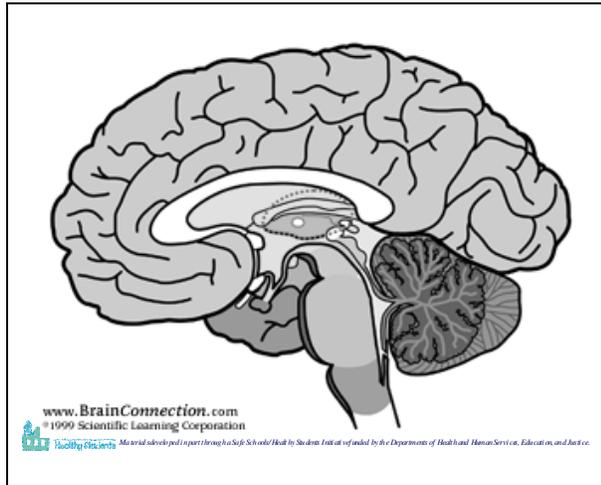
Role Play

Directions: With a partner:

1. Identify the Tutor and Tutee.
2. Select a scenario (topic, situation, etc.) where you could use goal setting.

Notes:

PART 4: Principles of Adult Learning



Parts of the Brain Most Involved in Learning

- ❑ **FRONTAL LOBE** - Front part of the brain; involved in planning, organizing, problem solving, selective attention, personality and a variety of "**higher cognitive functions**" including behavior and emotions.
- ❑ **LIMBIC SYSTEM** - Involved in the expression of your **instincts and feeling processes**, including your many moods, since it includes your **hypothalamus** and **amygdala**;

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Brain and Learning

- ❑ Brain plasticity - continuous learning
- ❑ Visual processing of information
- ❑ Doesn't function properly when stressed or afraid
- ❑ Working memory – 7 ± 2 – Chunk info
- ❑ Need down time – reflection

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5 Assumptions of Adult Learning

- ❑ **Self-Concept:** As a person matures, he or she moves from dependency to self-directness.
- ❑ **Experience:** Adults draw upon their experiences to aid their learning.
- ❑ **Readiness:** The learning readiness of adults is closely related to the assumption of new social roles.

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5 Assumptions of Adult Learning

- ❑ **Orientation:** As a person learns new knowledge, he or she wants to apply it immediately in problem solving.
- ❑ **Motivation:** As a person matures, he or she receives motivation to learn from internal factors.

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Adult Learning

- ❑ Consider only what is useful
- ❑ Opportunity to apply immediately what is learned
- ❑ Function best with encouragement, not punishment
- ❑ Association between new information and previous knowledge

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Motivation

- ❑ Social relationships
- ❑ External expectations
- ❑ Social welfare
- ❑ Personal advancement
- ❑ Escape/Stimulation
- ❑ Cognitive interest

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Core Features*

- ❑ Content focus
- ❑ Active learning
- ❑ Coherence
- ❑ Duration
- ❑ Collective participation

* Desmone, 2009

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Change

Diffusion

“...the process by which an innovation/change is communicated through certain channels over time among members of a social system.”

Everett Rogers, 2001

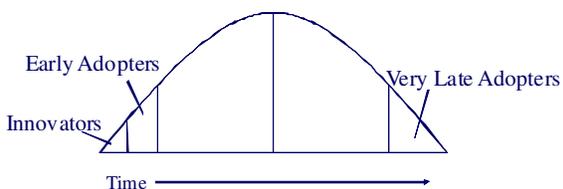
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Change Process

Knowledge → Persuasion → Decision → Implementation → Confirmation

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Change Curve



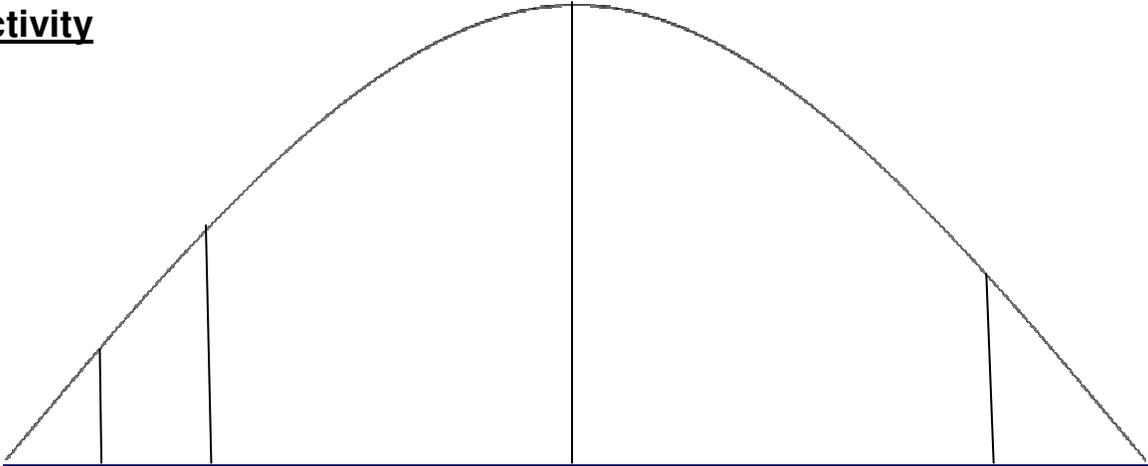
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Change Agent Characteristics

- ❑ Able to take a long term view
- ❑ Relishes short term successes
- ❑ Enjoys hearing new & different ideas
- ❑ Can ride through disappointments
- ❑ Is excited by trying new ventures
- ❑ Looks forward to personal challenge
- ❑ Moves quickly to take opportunities

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Activity



Learning Styles

1. Online learning style surveys
 - http://www.wou.edu/provost/aalc/learning/barsch_ls_inventory.php
 - <http://wcb.neit.edu/asc/lsi.htm>
 - <http://www.njea.org/pdfs/LearningStyleInventory.pdf>
 - http://www.usfca.edu/Learning_Center/strategies/LearningStylesSurvey.pdf
2. **Activity:** Complete *Together We Can: Learning Style Inventory*

Coaching

1. Goals of Coaching
 - Fostering student learning in the tutoring session. Coaches must help tutors plan for and utilize the phases of strategic tutoring.
 - Supporting the professional development of tutors. Coaching must help tutors develop habits of mind in planning for tutoring sessions and reflecting on tutoring sessions
2. Coaching Strategies
 - Modeling
 - Observation
 - Co-teaching
 - Goal-setting

3. Coaching styles

Coach as a Useful Resource	<ul style="list-style-type: none"> • Provide hands-on, relevant examples, lessons • Provide evidence of effectiveness • Provide examples that can be customized • Listen carefully to concerns
Coach as Encouraging Sage	<ul style="list-style-type: none"> • Meet needs for encouragement, clear goals, and concrete tasks • Modeling – one new strategy at a time • Provide on-the-spot suggestions
Coach as Collegial Mentor	<ul style="list-style-type: none"> • Engage in conversations • Demonstrate techniques • Provide objectivity
Coach as Expert	<ul style="list-style-type: none"> • Provide depth of knowledge; answer questions • Provide evidence and data

(Adapted from Kise, J. A. G. (2006). *Differentiated coaching: A Framework for helping teachers change*. Thousand Oaks, CA: Corwin Press)

4. Possible steps in coaching

- Pre-lesson
 - a. Tutor explains goal of a tutoring session and how he/she plans to conduct the session
 - b. Tutor and coach design or redesign the lesson or aspects of the lesson
- Lesson
 - a. Coach observes, co-teaches, or models
 - b. Coach and tutor work toward shared goal of student learning; not a critique of tutor's practice
- Post-lesson
 - a. Tutor and coach talk about lesson
 - i. How successfully was the session implemented? How do you know?
 - ii. What problems, questions arose?
 - iii. Did the student learn what he/she was supposed to?

(Adapted from Staub, F. C., West, L., & DiPrima Bickel, D. (2006). What is content-focused coaching? Retrieved on February 16, 2010 from <http://www.curriculum.org/LNS/coaching/files/chapter1.pdf>.)

Action Planning

Goal	Objective	Action Steps	Outcome Indicator	Time Frame	Resources